

**Robert E Howard Middle**  
1255 Belleville Road  
Orangeburg, South Carolina 29115

**Grades** 6-8 Middle School

**Enrollment** 593 Students

**Principal** Dr. Jacqueline Vogt 803-534-5470

**Superintendent** Melvin Smoak 803-534-5454

**Board Chair** Kalu Kalu 803-534-5454

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	21	21

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### NO

This school met 8 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Below Average	No
<b>2004</b>	Below Average	Good	No
<b>2005</b>	Below Average	Unsatisfactory	No

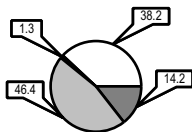
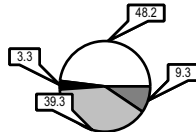
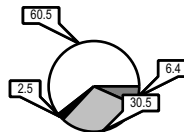
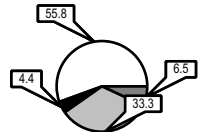
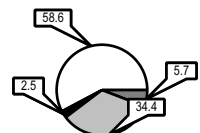
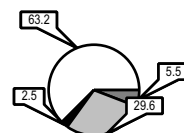
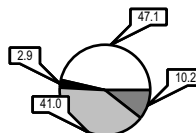
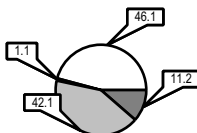
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	608	98.5	37.8	46.7	14.2	1.3	23.5	No	Yes
<b>Gender</b>									
Male	291	97.9	44.4	45.2	10.0	0.4	19.2		
Female	317	99.1	31.7	48.1	18.1	2.1	27.5		
<b>Racial/Ethnic Group</b>									
White	11	90.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	595	98.7	37.7	46.6	14.5	1.3	23.7	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	486	98.8	33.8	49.4	15.2	1.6	27.2		
Disabled	122	97.5	54.2	35.5	10.3	0.0	8.4	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	608	98.5	37.8	46.7	14.2	1.3	23.5		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	608	98.5	37.8	46.7	14.2	1.3	23.5		
<b>Socio-Economic Status</b>									
Subsidized meals	546	98.5	40.0	46.3	12.7	1.0	20.9	No	Yes
Full-pay meals	62	98.4	15.7	51.0	29.4	3.9	49.0		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	608	98.7	48.1	39.3	9.3	3.3	19.5	No	Yes
<b>Gender</b>									
Male	291	98.3	53.1	35.5	9.2	2.3	15.6		
Female	317	99.1	43.6	42.9	9.4	4.2	23.0		
<b>Racial/Ethnic Group</b>									
White	11	90.9	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	595	98.8	48.5	39.3	9.1	3.1	19.1	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	486	98.8	46.0	39.0	10.9	4.1	22.7		
Disabled	122	98.4	56.5	40.7	2.8	0.0	6.5	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	608	98.7	48.1	39.3	9.3	3.3	19.5		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	608	98.7	48.1	39.3	9.3	3.3	19.5		
<b>Socio-Economic Status</b>									
Subsidized meals	546	98.7	50.2	38.8	8.2	2.8	17.3	No	Yes
Full-pay meals	62	98.4	27.5	45.1	19.6	7.8	41.2		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	608	98.7	60.5	30.6	6.4	2.6	8.9
<b>Gender</b>							
Male	291	98.3	63.7	28.2	6.1	1.9	8.0
Female	317	99.1	57.5	32.8	6.6	3.1	9.8
<b>Racial/Ethnic Group</b>							
White	11	90.9	I/S	I/S	I/S	I/S	I/S
African American	595	98.8	60.6	30.7	6.1	2.6	8.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	486	98.8	53.7	35.1	7.9	3.2	11.1
Disabled	122	98.4	88.0	12.0	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	608	98.7	60.5	30.6	6.4	2.6	8.9
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	608	98.7	60.5	30.6	6.4	2.6	8.9
<b>Socio-Economic Status</b>							
Subsidized meals	546	98.7	63.9	27.5	6.2	2.4	8.6
Full-pay meals	62	98.4	27.5	60.8	7.8	3.9	11.8

<b>Social Studies</b>							
All Students	608	98.7	55.6	33.5	6.6	4.4	10.9
<b>Gender</b>							
Male	291	98.3	55.0	35.9	5.0	4.2	9.2
Female	317	99.1	56.1	31.4	8.0	4.5	12.5
<b>Racial/Ethnic Group</b>							
White	11	90.9	I/S	I/S	I/S	I/S	I/S
African American	595	98.8	55.6	33.7	6.3	4.4	10.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	486	98.8	50.6	36.3	7.9	5.2	13.2
Disabled	122	98.4	75.9	22.2	0.9	0.9	1.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	608	98.7	55.6	33.5	6.6	4.4	10.9
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	608	98.7	55.6	33.5	6.6	4.4	10.9
<b>Socio-Economic Status</b>							
Subsidized meals	546	98.7	57.4	33.3	5.8	3.4	9.2
Full-pay meals	62	98.4	37.3	35.3	13.7	13.7	27.5

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	210	98.1	48.5	36.4	14.6	0.5	15.0
	7	210	96.2	35.1	55.9	8.4	0.5	8.9
	8	170	97.1	43.6	47.9	8.5	N/A	8.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	98.4	37.1	38.2	21.2	3.5	24.7
	7	226	98.2	41.9	47.5	10.6	0.0	10.6
	8	190	99.0	33.7	55.2	10.5	0.6	11.0
<b>Mathematics</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	210	98.1	40.8	44.7	11.7	2.9	14.6
	7	210	95.7	49.8	44.3	3.5	2.5	6.0
	8	170	97.1	46.7	46.1	5.5	1.8	7.3
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	99.0	35.7	43.9	14.0	6.4	20.5
	7	226	98.2	48.5	36.4	12.1	3.0	15.2
	8	190	99.0	60.5	37.2	1.7	0.6	2.3
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	99.0	61.4	26.9	7.0	4.7	11.7
	7	226	98.2	55.6	32.3	9.1	3.0	12.1
	8	190	99.0	64.0	33.1	2.9	0.0	2.9
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	192	99.0	32.2	38.0	18.1	11.7	29.8
	7	226	98.2	65.7	30.3	2.0	2.0	4.0
	8	190	99.0	67.4	32.0	0.6	0.0	0.6

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 593)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	3.5%	Down from 4.4%	7.9%	15.5%
Retention rate	3.4%	Up from 1.2%	5.2%	3.0%
Attendance rate	89.6%	Down from 96.8%	95.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	15.5%	Up from 14.3%	7.4%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	15.2%	Up from 13.6%	6.9%	4.6%
Eligible for gifted and talented	3.1%	Up from 1.5%	6.4%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.0%	Up from 0.0%	15.6%	13.6%
Older than usual for grade	6.1%	Up from 4.5%	8.6%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.7%	Up from 0.2%	1.1%	0.8%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 43)</b>				
Teachers with advanced degrees	55.8%	Down from 59.1%	50.0%	51.8%
Continuing contract teachers	83.7%	Down from 86.4%	66.7%	78.1%
Highly qualified teachers	84.6%	Up from 81.1%	89.1%	89.6%
Teachers with emergency or provisional certificates	5.0%	Down from 10.0%	11.5%	6.0%
Teachers returning from previous year	81.2%	Up from 80.1%	76.7%	85.4%
Teacher attendance rate	94.6%	No change	94.7%	94.9%
Average teacher salary	\$43,180	Up 4.5%	\$40,047	\$41,328
Prof. development days/teacher	8.5 days	Down from 9.3 days	10.7 days	11.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	21.7 to 1	Down from 22.5 to 1	18.4 to 1	21.3 to 1
Prime instructional time	82.6%	Down from 90.2%	87.1%	89.3%
Dollars spent per pupil*	\$7,415	Up 8.9%	\$7,210	\$6,022
Percent of expenditures for teacher salaries*	62.6%	Up from 51.3%	59.6%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.3%	90.1%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	90.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2004-05 school year was an award-winning year for Robert E. Howard Middle School. We are extremely proud of all Howard faculty and staff members and students.

Some accomplishments made in the 2004-05 school year include: one of twenty public schools in the state to be awarded the prestigious 2004-07 State Exemplary Writing Award; a Higher Education Administration Program (HEAP) Grant for \$500 and two Orangeburg Consolidated School District Five Foundation Grants for \$1,000 to assist with building character and career awareness; the State Department of Education named Howard a 2004 Palmetto Silver Award winner based on students' academic performance on the PACT; eight out of eleven Algebra I students passed the End-of-Course Test; thirteen out of fourteen English I students passed the End-of-Course Test; several students participated in the state-level Model United Nations Conference and once again received several awards for their accomplishments; nearly sixty students benefited from a year-long comprehensive Mentoring Program; 1 student entry out of 5,600 Savannah River Site Annual Safety Art Contest entries identified as a semi-finalist; and a student's artwork recognized by the South Carolina Art Education Association in partnership with the S.C. State Department of Education.

During the year, several initiatives were employed to enhance academic achievement. Those initiatives included an after-school tutoring program (Project PLAN), an after-school tutoring and cultural enrichment program (Project FLAVA), Writing Across the Curriculum, hands-on activities in science classes, math with manipulatives, and the integration of technology in classes. In addition, students were afforded the opportunity to participate in field trips to improve academic achievement and college tours to foster career awareness.

Dr. Jacqueline Vogt, Principal  
Mr. Russell Zimmerman, SIC

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	36	157	45
Percent satisfied with learning environment	76.5%	78.8%	79.5%
Percent satisfied with social and physical environment	90.9%	78.7%	75.0%
Percent satisfied with school-home relations	32.4%	85.2%	70.5%

\*Only students at the highest middle school grade level at this school and their parents were included.